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ABSTRACT

The American Association of Community and Junior Colleges's Nurse Shortage Project was designed to alleviate the nurse shortage by helping community colleges improve recruitment, retention, and graduation in nursing programs through direct mini-grants, with a special emphasis on Tech Prep/Associate Degree initiatives between secondary schools and community colleges. Mini-grants of an average $8,000 were awarded for the following projects: "Minority High School Apprentice Program in Nursing" (Florida Community College CC at Jacksonville); "Promoting Career Opportunities in Nursing to the Minority and Male Population of Galveston" (Galveston College, Texas); "Hocking Technical College Career Ladder Nursing Opportunity Program" (Ohio); "2 + 2 High School/College Nursing Education Program" (Kauai CC, Hawaii); "Language Enrichment for Nursing Students" (LaGuardia CC, New York); "Salish Kootenai College Project for Recruitment and Retention of Native Americans in Associate Degree Nursing" (Montana); "Production of Two High Interest, Four-Minute Videos to Recruit Under-Represented High School Students into Nursing" (Santa Barbara City College, California); "A Proposal to Facilitate the Upward Career Mobility of Licensed Practical Nurses to Complete the Associate Degree and Registered Nurse Requirements" (Umpqua CC, Oregon); "Nursing Tech-Prep Career Ladder Completion Project Emphasizing Minority/Male Success" (Washtenaw CC, Michigan); "Registered Nurse Shortage Project at Wytheville CC" (Virginia); "A Project to Increase Admission, Retention, and Graduation Potential of Minority Nursing Students" (CC of Philadelphia, Pennsylvania); "Marshalltown High School - Marshalltown CC Tech Prep Nursing Curriculum Project" (Iowa); "Multiple Entry Nursing Career Ladder" (Monroe CC, New York); "Accelerated Curriculum--Licensed Practical Nurse (LPN) to Registered Nurse (RN)" (New Mexico Junior College). This status report provides a 1- to 2-page summary of the objectives and results of the 10 Round One college projects, and brief summaries of the proposals for the 9 Round Two projects. (JMC)

ED348078

AACJC/Metropolitan Life Foundation
Registered Nurse Shortage Project

Status Report

A Project Sponsored by the Metropolitan Life Foundation

November 1991

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AACJC/METROPOLITAN LIFE FOUNDATION
REGISTERED NURSE SHORTAGE PROJECT

OVERVIEW

In 1989, the American Association of Community and Junior Colleges (AACJC) submitted a proposal to the Metropolitan Life Foundation to support a nurse shortage project in community colleges. In the proposal, AACJC documented an "acute and growing" nationwide nurse shortage that was taxing the capacity of the existing health care industry. Concurrently, the Association documented a trendline of reduced number of graduating nurses from community college nursing programs. This latter issue was deemed critical as these colleges had become the single most important source of new nurses over the last decade. Therefore, the case was made that helping the colleges to improve their recruitment, retention, and graduation would be one of the ways to significantly reverse the nurse shortage situation.

The proposal submitted to the Foundation suggested a competitive grants project that allowed colleges to focus on several new strategies as ways of enhancing recruitment and retention in nursing programs. The process would place great emphasis on supporting new Tech Prep/Associate Degree initiatives between secondary schools and community colleges in order to promote the number of new job entrants into the field of nursing. Recruitment outreach initiatives aimed at males and minorities were also emphasized. Finally, colleges were encouraged to initiate aggressive recruitment and retention campaigns that targeted Licensed Practical Nurses (LPNs) for the Registered Nurse (RN) component of the two-year college nursing program.

The Metropolitan Life Foundation funded the AACJC Nursing Shortage Project

at $200,000 (see Appendix A) with direct grants to colleges in two rounds of competition over two years. Ten Round One grant projects were completed in June 1991, and nine Round Two awards were announced in January 1991. AACJC competed the second round of grants in 1991 (see Appendix B for copies of the RFP, the proposal evaluation guidelines, and the proposal evaluation form.) In both competitive rounds, the colleges developed mini-grant proposals to address the target areas and a review panel that included nurse practitioners determined winners. The following colleges, representing a wide geographic range (see map) and a variety of sizes, were awarded grants:

Round One:

1. Florida Community College at Jacksonville (FL)
2. Galveston College (TX)
3. Hocking Technical College (OH)
4. Kauai Community College (HI)
5. LaGuardia Community College (NY)
6. Salish Kootenai College (MT)
7. Santa Barbara City College (CA)
8. Umpqua Community College (OR)
9. Washtenaw Community College (MI)
10. Wytheville Community College (VA)

Round Two:

1. Community College of Philadelphia (PA)
2. Marshalltown Community College (IA)
3. Monroe Community College (NY)
4. New Mexico Junior College (NM)
5. North Harris County College - South Campus (TX)

6. Oklahoma City Community College (OK)
7. Presentation College (SD)
8. Seminole Community College (FL)
9. Spokane Community College (WA)

The average grant was approximately $8,000; none was more than $10,000. Each project also utilized funds leveraged from other sources.

AACJC/Metropolitan Life Nurse Shortage Project
Rounds One & Two

ROUND ONE COLLEGE PROJECTS

The following summaries represent the project objectives and conclusions from the first round of the competitive Nurse Shortage grants. The project time period was May 1990 through June 1991.

Florida Community College at Jacksonville
501 West State Street
Jacksonville, FL 32202
(904) 766-6581

Wilma Lauray, Project Director
Barbara Witherspoon, Assistant Dean for Nursing Programs

Minority High School Apprentice Program in Nursing

PROPOSAL: To recruit 24 ethnic minority and male high school students in a 10-week summer apprentice program in nursing. They will be acclimated to the college campus through special instruction on applying to college, financial aid opportunities, and study skills, and given orientations to nursing careers through the involvement of two nursing student mentors serving as positive role models. The first four weeks will include enrichment strategies and study skills, followed by six weeks of nursing assistant curriculum including clinical practice. At the end of the 10 weeks, the students will be employable as nursing assistants if they so choose, or be motivated to complete the prerequisite courses and enter the registered nurse program at the college. Grant amount: $9,050

RESULTS: Florida Community College at Jacksonville (FCCJ) sought to recruit24 high school ethnic minority males and females into their summer nursing apprentice program. The institution actually recruited 16 students for the experience, but lost six of those students to other circumstances (two students graduated from high school and four others had to attend secondary summer school).

The experience of the ten students who remained in the program should be classified a "qualified success" in that half of the target group chose to continue in some form of the allied health field. Two students registered for nursing prerequisites, one student registered in hospital administration, and two individuals are currently employed as nursing assistants in health care facilities. The other half, even though they chose not to continue in the allied health field at this time, showed great interest in pursuing a career in this field in the future. One of the five students dropped out due to pregnancy, but she maintains interest in dental hygiene as a career. Another individual joined the Air Force due to financial reasons but is continuing to take courses in the allied health field.

In short, the recruitment and education phases at FCCJ were two-thirds successful. Even though not all of the ten students finished the preparatory courses, some due to financial reasons, they became more aware of the opportunities in the allied health fields.

Galveston College
4015 Avenue Q
Galveston, TX 77550
(409) 763-6551

Ruth Garcia, Project Director

Promoting Career Opportunities in Nursing
to the Minority and Male Population of Galveston

PROPOSAL: To increase the number of ethnic minority and male individuals entering and completing the associate degree nursing program through three separate but interrelated activities: (1) implementing an information outreach program within the minority community concerning careers in nursing; (2) establishing a summer nurse camp for minority individuals to meet and be linked with professional nurses from area employers, and to experience the "world of work" of nurses; and (3) creating a registered nurse mentor program for participants throughout the project. It is projected that 50% of summer camp enrollees will seek admission to the college's Associate Degree Nursing Program. Grant amount: $9,100

RESULTS: The project at Galveston College was set up in three phases. In the first, the Outreach Phase, current nursing students, as part of an assignment, had to search the community for individuals who met the nursing criteria. This initial effort was very successful in attracting 31 prospective students plus student mentors.

The second phase of the project dealt with "nurse camps". In these "nurse camps", prospective students were able to get acquainted with each other, as well as with student nurse mentors, registered nurse mentors, the project director, and the

project counselor. This networking was achieved by scheduling luncheons, visiting nursing laboratories, meetings, academic advising sessions, and financial counseling sessions. This phase of the project helped to maintain the interest of the prospective students, helped to create a bond between all parties involved, and provided the students with a realistic view of nursing.

The third phase of the project was to create a registered nurse mentor program. Follow-up calls from the mentor nurses to the prospective students encouraged them to continue their efforts to become a nurse.

Seventeen students ultimately enrolled in either nursing courses or nursing prerequisite courses. Three other students deferred enrollment while seeking adequate financial support. In short, this outreach effort exceeded the 50% of enrollees expected to seek admissions to the college's Associate Degree Nursing Program. The results suggest that such targeting, follow-up activities, and most importantly, the "I care about you" attitude would work well with any pool of prospective allied health workers.

Hocking Technical College
3301 Hocking Parkway
Nelsonville, OH 45764
(614) 753-3591

Zeima Coleman, Project Director

Hocking Technical College Career Ladder
Nursing Opportunity Program

PROPOSAL: To recruit ethnic minorities and males currently employed as Licensed Practical Nurses (LPNs) in hospitals and nursing homes for the Associate Degree Registered Nurse (ADN) program at the college. The project is designed around the participation of Hocking Technical College (HTC) alumni who will host receptions/information sessions at places of employment of the prospective upward mobility candidates. The college is well suited to this type of program because of its career ladder approach to nursing education, which provides for direct entry into the ADN program for those who have completed the LPN credential; students receive full credit for the first year of the ADN program. The HTC alumni will also function as role models demonstrating the success and satisfaction which further education can bring. The project is replicable and will bring to the health professions a new source of qualified individuals. Grant amount: $9,050

RESULTS: Hocking Technical College sought to recruit males and ethnic minorities into its Associate Degree in Nursing program directly from the ranks of currently employed LPN workers in Ohio. Hocking's program was attractive due to the smooth credit transition for those holding LPN credentials.

The relatively small minority population in HTC's immediate area forced the college to concentrate on health care facilities in urban areas some distance away. Attempts were made to hold receptions at the LPNs' place of employment, but health care supervisors feared the loss of personnel to full-time student status so they would not allow receptions to be held at their locale. At the receptions that the college held, a graduate from the nursing program described the program and encouraged the students to look into the nursing program.

In spite of this resistance, the college was able to recruit 50 LPNs to its Associate Degree in Nursing program, ten of whom are enrolled or will soon be enrolled. The other LPNs who did not enroll in the nursing program at HTC either joined a nursing program at a college closer to where they lived and worked or decided that the nursing program was not for them. Again, even in rural regions, the extra effort with novel recruitment strategies seems to have a payoff. This strategy may be seen as one way to attract health care professionals to rural areas. Even though not all targeted LPNs signed up for the nursing program at HTC, they registered in nursing programs at other colleges, making Hocking's proposal to recruit ethnic minority and males into the Associate Degree Nursing program an ultimate success.

Kauai Community College
3-1901 Kaumualii Highway
Lihue Kauai, HI 96766
(808) 245-8311

Richard Carmichael, Project Director

2 + 2 High School/College Nursing Education Program

PROPOSAL: To create a partnership between the selected high schools and the college so high school juniors who wish to pursue nursing at Kauai Community College (KCC) will enroll in high school courses that will enhance their chances for entry and retention in the college's program. This 2+2 high school/college nursing education project will focus on articulation, counseling, career awareness/decision making, and early admission components. As seniors, these students will enroll as "early admission" students into the college and complete nursing co-requisite courses while completing their last year of high school. In addition, the program will encourage recruitment from the pool of disadvantaged Native Americans living in Kauai. The program will encourage the prospective students to enroll in courses that will develop math and science competencies and will enhance verbal and written communication skills. Career awareness education will be developed and implemented from grades 7 to 10. *Grant amount: $7,583*

RESULTS: Kauai Community College first had to spotlight the fields of nursing and allied health, since there was a dearth of career knowledge about health professions in the high schools and students had to be made aware of the opportunities

available in these fields. Taking this into consideration, the college created the Health Occupations Exploration Program, an initiative that introduced prospective students to health professions and showcased the opportunities available for education and employment. Through this program a "Health Occupations Club" was created. Members of this club have made a commitment, either verbally or through course scheduling, to continue in the allied health fields. More students than the targeted 20 students have made scheduling commitments to a 2+2 Nursing sequence. KCC also created a 2+2 early/dual enrollment strategy as one way of enhancing Associate Degree in Nursing enrollments among disadvantaged Native Americans. In order to qualify, a prospective student filled out a permission form outlining specific courses needed to qualify for early admission into the nursing program. Other accomplishments achieved through this project were: acquisition of a recruitment video, production of a color brochure describing the nursing program, and production and distribution of letters announcing the Associate Degree in Nursing program to parents of sophomore students. This program has also shown the people of Hawaii that they no longer have to go "off island" to get a good education, and that they can look to community colleges for motivation and academic support in the allied health fields.

Since 2+2 programs usually require a substantial investment of up front foundation work with high school professionals as well as students, it is gratifying to see that short-term student recruitment goals are within reach. There is a great expectation that the real results for this project will be in great evidence in several years.

LaGuardia Community College
31-10 Thomson Avenue
Long Island City, NY 11101
(718) 482-5370

Jack Gantzer, Project Director

Language Enrichment for Nursing Students (LENS)

PROPOSAL: To assist Limited English Proficient (LEP) students toward success in the registered nurse program through a model of collaboration and linkage between nursing and English-as-a-Second-Language (ESL) faculty and between the content of nursing and language instruction. Two courses will be developed for LEP ethnic minority students in transition between pre-nursing and nursing courses. One, a five-week intensive course, will use the language of the nursing classroom, lab, and clinical experience to prepare LEP students for the language demands of the first nursing course. The other, a language workshop, will be linked to the first nursing course to reinforce what was achieved in the intensive course. In addition, workshops will be offered to increase nursing faculty and nursing tutors' awareness of LEP students' language needs and provide them with techniques for fostering language growth. These activities will introduce a comprehensive program in which the language of nursing and health are taught and reinforced from pre-nursing courses until completion of the nursing program. Grant amount: $8,787

RESULTS: LaGuardia Community College sought the growth of nursing by focusing on retention strategies among students of limited English proficiency. LaGuardia Community College accomplished this by meeting three objectives.

The first objective was to develop two courses for LEP ethnic minority students and have them approved by the College Curriculum Committee and the College Senate. The first course was The Language of Nursing, a triage course for students who complete their pre-nursing course requirements, or most of them, and have applied to, or are going to apply within the academic year, the nursing program. Eighteen students are enrolled in the course. In the second course, Language Reinforcement Workshop for Nursing I, 17 students who are non-native speakers of English receive language support for work assigned in the course Introduction to Nursing Processes.

The second objective was to train ESL tutors in the nursing science fields, 18 tutors were trained in the Spring of 1991. The third objective was to hold ESL faculty workshops for the nursing faculty. Four workshops were developed and presented on (1) student-centered approaches to instruction and discussion on writing to learn, (2) alternatives to text-based lectures, (3) cross-cultural communications and cross-cultural educational expectations, and (4) Asian systems of language and education with emphasis on Chinese. Attendees at the workshops were full-time and part-time faculty from the Nursing Department.

The project should be considered a success since many requests have been received from students, as well as faculty, from the 17 campuses of the City University of New York (CUNY) to attend the courses. College officials are considering offering these courses throughout the CUNY system. The college used Met Life funding, in combination with college funds, to release several faculty members for the development of two nursing language reinforcement courses, a tutoring model, and a faculty workshop on non-native speaker language needs. Implementation of the program is taking place as scheduled and has so far proven to be quite a success. Actual numbers of this ambitious program will be released in spring, 1992.

Salish Kootenai College
P.O. Box 117
Pablo, MT 59855
(406) 675-4800

Jacque Dolberry, Project Director

Salish Kootenai College Project for Recruitment and Retention of Native Americans in Associate Degree Nursing

PROPOSAL: To implement a recruitment/retention program in associate degree nursing education for Native Americans. Recruitment efforts target Licensed Practical Nurses (LPNs), non-traditional adult learners, second career students, and high school and middle school students on reservations in rural Montana and the northwest mountain states. Through a coordinated recruitment network on local and statewide reservations, prospective students will be identified and placed into nursing preparatory, pre-nursing, and nursing curricula. Activities include outreach in schools, colleges, and health care agencies, orientation of students to nursing education and nursing careers, and development of college and community support systems. After pilot testing the recruitment network and retention monitoring system on the Flathead Reservation, the recruitment efforts will be replicated at tribal colleges throughout the region. Grant amount: $9,050

RESULTS: Salish Kootenai College (SKC) chose a multi-faceted strategy to recruit and retain Associate Degree nursing students. In spite of the late hiring of the nurse recruiter and the program mentor, the program director was able to achieve all outreach and retention goals.

The first outreach strategy was to recruit ten LPNs from the Montana Reservations. Eleven LPNs, five Indian and six non-Indian, were identified and entered into the Associate Degree program at the appropriate level. Three of the 11 LPNs completed all requirements and graduated in June 1991; two others enrolled in first year classes and will graduate in June 1992; four will enter their first year classes in the fall of 1991; and two others are enrolled for classes to start in 1992.

The second outreach strategy was to recruit 40 adult students. Seventy-five adult Indian students were identified on other reservations and recruited. Many are attending SKC as pre-nursing students, others have been admitted for the Fall 1992 term, and 28 others are taking pre-nursing courses at other tribe colleges in Montana.

The third outreach strategy was to identify 10 high school and middle school students from the Flathead Reservation. Thirty Indian students, three times the proposed number, were identified from the Flathead Reservation. All of them attended a one-week summer program on Health Careers at the SKC campus. All showed interest taking part in related activities during the academic year.

Project goals were successfully met. The first goal was to retain at least five of the LPNs recruited. All 11 students completed their coursework and are enrolled for fall classes. The three that graduated are working as graduate nurses at the Flathead Reservation. The second goal was retain 25 adult learners. Twenty, or 80%, of the students completed the pre-nursing courses satisfactorily with a "C" or better. The other 20% received less than a "C" and will repeat the courses. The third goal was to retain five high school and middle school prospective students in workshops that were nursing oriented. All 30 students signed up for math/science courses, except for one who will be completing his GED requirements at SKC. In short, Salish Kootenai was very effective in its effort to enhance the number of Native American nurses.

Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109-2394
(805) 965-0581

Diana Sloane, Project Director

Production of Two High Interest, Four-Minute Videos to Recruit Under-Represented High School Students into Nursing

PROPOSAL: To augment local cooperative efforts between four local high school districts, three acute care hospitals and Santa Barbara City College in order to recruit and retain under-represented high school students into the college's ADN program. A successful, externally funded 2+2+2 nursing program prepared the foundation for the recruitment of this population to nursing. This AACJC/ Metropolitan Life Project will augment the 2+2+2 nursing program through the production of a series of innovative recruitment videos targeted to young audiences. These videos will be used by nursing speakers with high school classes, with clubs and special populations and for Career Days and College Night, and will serve as the cornerstone of the presentations. Grant amount: $9,050

RESULTS: The Santa Barbara project reflects a somewhat different initiative than those in the other nine grants. Since the college already had a well respected nursing program and a strong complementary Tech Prep curriculum, it used grant dollars to create a nursing recruitment video to be aimed at young, underrepresented audiences. The video, "I've Got the Career for Life," represents a composite picture of nursing to high school students in a short, concise format. What makes this video so

effective is that high school students interested in the allied health fields, nursing students, and nurses were interviewed for script development. Along with the video, a flyer and participant cards were developed. The participant card is to be used by interested students to sign up for the nursing program and/or to signify their interest in that program.

The video has been well received in testing trials. A more complete evaluation is underway as the video is incorporated into the nursing speakers program.

Umpqua Community College
P.O. Box 967
Roseburg, OR 97470
(503) 440-4600

Duane Alexenko, Project Director

A Proposal to Facilitate the Upward Career Mobility of LPNs to Complete the Associate Degree and Registered Nurse Requirements

PROPOSAL: To implement a "Bridge Course" to assist and prepare upward mobility LPNs to enter the second year of the Associate Degree Registered Nurse program. This-44 hour summer course encompasses seven major professional topics and includes key hospital-assigned RNs to act as preceptors to update/upgrade the knowledge and skills of LPNs entering the program in the fall. Research supports the need for such a program to ease the transition from LPN to RN without playing "catch-up" after admission to the program. Local hospitals will recommend tuition reimbursement plans for those participating LPNs.

Grant amount: $1,558

RESULTS: Seven LPNs entered Umpqua's 44-hour bridge course, which contained such topics as nursing diagnosis, nursing care plan, nursing theories, physical assessment, a review of medications, and the RN role vs. the LPN role.

All seven students completed the bridge course and subsequently obtained the Associate Degree in Applied Science in Nursing. All seven have also written the NCLEX-RN for licensure as registered nurses. The results attained were greater than expected and demonstrated the value of even a small grant.

Washtenaw Community College
4800 East Huron River Drive
Ann Arbor, MI 48106
(313) 973-3300

Phyllis Grzegorczyk, Project Director

Nursing Tech-Prep Career Ladder

Completion Project Emphasizing Minority/Male Success

PROPOSAL: To (1) develop a coordinated 2+2 Tech Prep/Associate Degree program in cooperation with a local high school and with input from professional staff from each of the three major medical centers located in the county; (2) develop a plan to support the curriculum with regular after-school sessions at Washtenaw Community College (WCC) during 11th and 12th grades; and (3) provide early entrance into the health care profession by helping participants in part-time employment in the local hospitals. WCC will also target minority and male populations in its recruitment activities in order to raise its percentages of graduates to 10% male and 14% minority. Recruitment of these students will be from a local high school with a high minority enrollment. Retention of these students will be supported by a mentoring program through local hospitals. Grant amount: $9,050

RESULTS: Washtenaw Community College, in Michigan, has completed the first year of a Nursing Tech Prep Career Ladder Completion project that emphasized minority/male success. The initial short term goal of creating a 2+2 curriculum, "Curriculum Path to an Associate Degree in Nursing," was quickly achieved, and resulted in immediate dividends. Three seniors committed to a Tech Prep path for their

last year in high school, although one chose not to continue. Additionally, 11 freshmen and juniors elected to switch their curriculum to the Nursing Tech Prep pathway.

Washtenaw Community College accomplished its second goal by continuing to provide incentives to the 11 students through a wide variety of support activities, including mentoring. Three groups that help with the mentoring and with financial, economic, and curriculum support are: Health Occupations Peer Education Support (H.O.P.E.S.), W.C.C. Rainbow Mentoring Project, and Nursing Tech-Prep Mentors.

The third goal was not addressed at this time since the candidates did not need job placement. Evaluation of the entire effort will continue throughout the follow-up year.

Wytheville Community College
1000 East Main
Wytheville, VA 24382
(703) 228-5541

Terrance E. Suarez, Acting Project Director

Registered Nurse Shortage Project at Wytheville Community College

PROPOSAL: To establish a pilot 2+2 high school/college nurse education program between the associate degree nursing program at the college and one of the high school-based practical nursing programs. The Wytheville Community College

project will directly address the critical shortage of nursing professionals in rural Southwest Virginia and the resulting threat to the quality of patient care. Through several enhancing and collaborative efforts with other agencies, the project will also provide an opportunity for upward mobility, encouraging practical nurses to upgrade their education and skills, and will increase the opportunity for minorities, males, and other nontraditional students to enter and complete successfully the colleges ADN program. The long-range plan growing from this beginning promises to be a real service to a poor and rural area in the state. Grant amount: $7,681

RESULTS: Wytheville Community College made many special efforts to enhance the number of health care professionals in a rural setting--efforts that are crucial to the quality of health care available in rural communities. Due to unforeseen events, the Wytheville initiative has unfolded more slowly than anticipated. The loss of two faculty members (Operation Desert Storm and one early retirement) at critical points in the project timetable has resulted in a no cost extension for the project. A substantial amount of the planning groundwork has been completed, but implementation will require an extension into the present fall semester. A final report is expected during the spring of 1992. (It is just such events as those described above that indicate the fragile nature of health care in rural America. The loss of two faculty members in a urban setting would have caused far less disruption.)

ROUND TWO COLLEGE PROJECTS

The Round Two project grants began in April 1991. Their objectives are summarized below:

Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130
(215) 751-8434

Ivory Coleman, Project Director

A Project to Increase Admission, Retention, and Graduation Potential of Minority Nursing Students

PROPOSAL: To focus on specific interventions that work in an urban community college. This is critical if nursing education hopes to increase minority student success. Although barriers to minority student access and success in nursing curriculum have been identified frequently in the nursing literature, exploration and evaluation of effective interventions have not received the same intensity of study. Grant amount: $7,565

Marshalltown Community College
(Iowa Valley Community College District)
3702 South Center Street
Marshalltown, IA 50158
(515) 752-7106

Mavis A. Hunt, Project Director

MHS - MCC Tech Prep Nursing Curriculum Project

PROPOSAL: To develop a coordinated 2 + 2 Tech Prep nursing curriculum between Marshalltown High School and Marshalltown Community College to encourage high school students to consider nursing as a career and to offer a structured curriculum leading to the associate degree in nursing. High school students pre-registering for Fall, 1992, classes will be able to enroll in a Tech Prep nursing program that provides a transition to those courses needed in the nursing program at the community college. Grant amount: $9,700

Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623
(716) 292-2000 X 5112

Helene S. Charron, Project Director

Multiple Entry Nursing Career Ladder

PROPOSAL: To implement a multiple entry nursing career ladder, supported by appropriate retention strategies. The ladder can either articulate with the 11th grade of a special school or begin at an National League for Nursing-accredited Licensed

Practical Nurse (LPN) school, progressing through the associate degree nursing program, and culminating in matriculation in a bachelor of science degree program in nursing. There is advanced placement in higher level nursing programs for LPNs and associate degree nurses based on institutional validation of curriculum. Grant amount: $,7831

New Mexico Junior College
5317 Lovington Highway
Hobbs, NM 88240
(505) 392-4510 X 313

Joyce Gombar, Project Director

Accelerated Curriculum - LPN to RN

PROPOSAL: To encourage LPNs to matriculate into an accelerated curriculum and complete an Associate of Applied Science Registered Nurse degree in 10 months. This will involve modifying the existing sophomore curriculum and designing a self-paced modular transition course which is to be video-taped and completed at home or at the college utilizing television and/or VCR. Candidates for this program will be actively recruited from regional healthcare facilities and will involve activities supported by these facilities to encourage the transition from LPN to RN. It is anticipated that the majority making the transition will be minorities or economically disadvantaged. Grant amount: $8,774

North Harris County College - South Campus
2700 W. W. Thorne Drive W-163
Houston, TX 77073
(713) 443-5751

Marianne Malague and Marsha Irwin, Project Directors

An Individualized Curriculum to Promote Mobility from the LVN to RN Role without Duplicating Competencies

PROPOSAL: To develop and individualized curriculum that will recognize the formal education and experiential knowledge of the Licensed Vocational Nurse (LVN). Ten learning activity packets will substitute for the first three semesters of North Harris County College's Associate Degree Nursing (ADN) program. This will decrease the time the LVN spends in the ADN program, decrease financial obligation, and supply registered nurses to meet community health care needs in a timely manner. Grant amount: $8,682

Oklahoma City Community College
7777 South May Avenue
Oklahoma City, OK 73159
(405) 682-7573 X 209
Barbara Patterson, Project Director

LPN to ADN: A Partnership Between Baptist Medical Center of Oklahoma and Oklahoma City Community College

PROPOSAL: To develop an accelerated associate degree nursing program that will be offered to licensed practical nurses employed at Baptist Medical Center of Oklahoma. Grant amount: $9,700

Presentation College
1500 North Main
Aberdeen, SD 57401
(605) 229-8476
Dona-Lee Ferguson, Project Director

Recruitment and Retention of Native American Women and Men in a Reservation Associate Degree Nursing Program

PROPOSAL: To provide counseling and day care services for Native Americans in Associate Degree Nursing. The grant confronts the major problems affecting retention, e.g., alcoholism, spouse abuse, and lack of child care. The basis of recruitment will be developing a video using testimonials of Native Americans who have previously graduated from the program. Grant amount: $8,837

Seminole Community College
1000 Weldon Boulevard
Sanford, FL 32773-6199
(407) 323-1450 X 272

Angela Kersenbrock, Project Director

M.A.P. - Minority Articulation Plan for Seminole Community College and Seminole High School

PROPOSAL: To increase the number of registered nurses by focusing on the development of a coordinated high school/college nurse education curriculum at a local high school with a high minority enrollment. In addition to assisting in the

development of a new Health Service Occupations Program at the high school, SCC will provide a part-time nursing faculty member who will work on-site at the high school to recruit students for and disseminate information about nursing and other health professions programs. Activities include early identification of interested minority students, individual guidance, and opportunities for students and families to visit SCC.
Grant amount: $9,388

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LPN/RN Upward Mobility: A Prior Experience Model

PROPOSAL: To develop a process for assessing prior experience learning and establish the criteria for awarding credit for this learning. The model will provide licensed practical nurses with the structure to move from licensed practical nurse to registered nurse without costly repetition of prior learning. Based on an existing Associate Degree (AD) program accredited by the National League for Nursing, the model will be easily replicated in any AD program with national standards in place.
Grant amount: $9,685

PRELIMINARY FINDINGS

The overwhelming impression one gets from these individual Registered Nurse Shortage projects in Round One is that special efforts can make a difference. In that sense, these colleges have clearly demonstrated that nursing faculty are good judges of what needs to be changed to impact enrollment/retention and that such activities bring rewards. Special note should be taken of the efforts in rural colleges and among the tribal colleges. The results of these reports reflect unique challenges for these colleges. Yet nowhere else can positive efforts be so dramatically demonstrated.

The results of Round One projects also indicate that some caution should be taken with new grants for Tech Prep/Associate Degree (TPAD) programs which are highly articulated agreements between high schools and community colleges. The result is that curriculum modifications take place in both institutions so that participating students can get an early start in their chosen fields. Such agreements actually facilitate the inclusion of more sophisticated material in the college curriculum, while more general preparation material is moved to the high school curriculum. For the student, TPAD means better early preparation and less duplication.

Almost without exception, the TPAD programs in Round One demonstrated fine efforts at preparation, but few projects had major student outcomes as of yet. This is to be expected in such programs where student results accumulate speed gradually.

FORECAST

Current indications are that the projects funded in Round Two will be as effective as those in Round One in helping recruit and retain minority students in the field of nursing. The projects hold promise for successful outcomes in specific urban interventions, time-shortened training, collaborations with high schools, recognition and

credentialing of prior learning, and family-related support services for nursing students.

The nursing shortage situation still exists, but the assistance provided by the Metropolitan Life Foundation in this project appears to be instrumental in improving access to nursing programs and careers for minorities across the nation.

Appendixes were not included
in the copy received by ERIC.

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